



HOUSE OF REPRESENTATIVES

H. No. 6643

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BY REPRESENTATIVES ESCUDERO, ANGARA, BELMONTE (F.), PIAMONTE, TEODORO, GONZALES (N.), MAGSAYSAY (E.), RODRIGUEZ (R.), PALMONES, BAGASINA, CLIMACO, HERRERA-DY, DIMAPORO (F.), CO, BATOCABE, GARBIN, ALCALA, CALIXTO-RUBIANO, SAKALURAN, CASTRO, OCAMPO, AUMENTADO, BIAZON, CORTUNA, ABAYA, ALMARIO, SARMIENTO (M.), ARAGO, YAP (S.), LAGMAN, ABAYON, CERAIFICA, VELARDE, TEVES, GULLAS, MERCADO (R.), ALMONTE, GARIN (S.), GUNIGUNDO, BANAL, SY-ALVARADO, AGYAO, DALOG, TINGA, ASILO, CASTELO, ESPINA, ZAMORA, BALINDONG, GONZALEZ, EVARDONE, FLORES, LACSON-NOEL, JALOSJOS (R.), BRIONES, LAGDAMEO (M.), NOEL AND LIMKAICHONG, PER COMMITTEE REPORT No. 2438

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AN ACT ENHANCING THE PHILIPPINE BASIC EDUCATION SYSTEM BY STRENGTHENING ITS CURRICULUM AND INCREASING THE NUMBER OF YEARS FOR BASIC EDUCATION, APPROPRIATING FUNDS THEREFOR AND FOR OTHER PURPOSES

*Be it enacted by the Senate and House of Representatives of the Philippines in Congress assembled:*

- 1           SECTION 1. *Short Title.* – This Act shall be known as the “Enhanced  
2   Basic Education Act of 2012”.

1           SEC. 2. *Declaration of Policy.* -- The State recognizes the primacy of  
2 basic education to secure the future of the youth and to achieve the  
3 development of our nation. Article XIV, Section 2(1) of the 1987 Philippine  
4 Constitution provides that the State shall establish, maintain and support a  
5 complete, adequate and integrated system of education relevant to the needs of  
6 *the people and society.*

7           Towards this end, it is hereby declared to be the policy of the State to  
8 see to it that every graduate of basic education shall be an empowered  
9 individual who has learned, through a program that is rooted on sound  
10 educational principles and geared towards excellence, the foundations for  
11 learning throughout life, the competence to engage in work and be productive,  
12 the ability to co-exist in fruitful harmony with local and global communities,  
13 the capability to engage in autonomous critical thinking, and the capacity to  
14 transform others and one's self.

15           *Critical issues and concerns identified by the Department of Education*  
16 *(DepED) in the current ten (10) years basic education cycle serve as the basis*  
17 *in its quest for the much needed reforms in the basic education system, namely:*

18           (a) Students are deprived of adequate instructional time due to the  
19 congested curriculum especially in subjects such as mathematics, languages  
20 and sciences that resulted in low achievement scores of Filipino students in the  
21 National Achievement Test (NAT) as well as in international tests;

22           (b) High school graduates are not adequately prepared for the world of  
23 work because they are too young to legally enter the labor force, an indication  
24 that those who will not go to college would either be unemployed or vulnerable  
25 to exploitative labor practices;

26           (c) High school graduates are not adequately prepared to pursue higher  
27 education as they still have to undergo remedial and high school level classes  
28 in colleges and universities; and

1 (d) The ten (10) years basic education cycle hinders the recognition of  
2 Filipino professionals abroad by virtue of international agreements and  
3 standards requiring twelve (12) years of basic education for university  
4 admission or a standard number of years of professional formation.

5 To attain an internationally competitive basic education system, the  
6 State shall create an enhanced basic education system that is in accord with the  
7 nation's heritage and culture which can generate responsible and productive  
8 citizens equipped with the essential competencies and skills for both life-long  
9 learning and employment. To achieve its purpose, the State shall:

10 (1) Give every student an opportunity to receive quality education  
11 based on an enhanced and relevant curriculum that is internationally  
12 recognized and comparable; and

13 (2) Change public perception that secondary education is just a  
14 preparation for college, rather, it should allow one to take advantage of  
15 opportunities for gainful career or employment and/or self-employment in a  
16 rapidly changing and increasingly globalized environment.

17 SEC. 3. *Definition of Terms.* – The terms used in this Act are defined  
18 as follows:

19 (a) *Basic education* refers to the education intended to meet basic  
20 learning needs which lays the foundation on which subsequent learning can be  
21 based. It encompasses kindergarten, elementary and secondary education as  
22 well as alternative learning systems for out-of-school learners and adult  
23 learners and includes education for those with special needs.

24 (b) *Formal education* refers to the systematic and deliberate process of  
25 hierarchically structured and sequential learning corresponding to the general  
26 concept of kindergarten, elementary and secondary level of schooling. It is  
27 composed of a total of thirteen (13) years of schooling. At the end of each

1 level, the learner is expected to earn a certification of competency which is  
2 required to enter or advance to the next level.

3 (c) *Kindergarten education* refers to the first stage of compulsory  
4 formal education which is composed of one (1) year of preparatory education.  
5 The entrance age to this level is at least five (5) years old.

6 (d) *Elementary education* refers to the second stage of compulsory  
7 formal education which is composed of six (6) years of elementary education.  
8 The entrance age to this level is typically six (6) years old.

9 (e) *Secondary education* refers to the third stage of formal education.  
10 It consists of four (4) years of junior high school education and two (2) years  
11 of senior high school education. The entrance age to the junior and senior high  
12 school levels are typically twelve (12) and sixteen (16) years old, respectively.

13 (f) *Medium of instruction* refers to the language used for teaching and  
14 learning the school curriculum.

15 (g) *First language (L1) or mother language* refers to language or  
16 languages first learned by a child, which he/she identifies with, is identified as  
17 a native language user of by others, which he/she knows best, or uses most.  
18 This includes Filipino sign language used by individuals with pertinent  
19 disabilities.

20 (h) *Regional or native language* refers to the traditional speech variety  
21 or variety of Filipino sign language existing in a region or place.

22 SEC. 4. *Enhanced Basic Education Program.* -- The enhanced basic  
23 education program encompasses one (1) year of kindergarten education, six (6)  
24 years of elementary education and six (6) years of secondary education.  
25 Secondary education includes four (4) years of junior high school and two (2)  
26 years of senior high school education.

1           At the end of each level, learners are expected to achieve the desired  
2 competencies that will lead to awarding them a certificate of completion that  
3 shall enable them to advance to the next grade level.

4           Basic education shall be delivered in languages understood by the  
5 learners as the language plays a strategic role in shaping the formative years of  
6 learners.

7           For kindergarten and the first three (3) years of elementary education,  
8 instruction, teaching materials and assessment shall be in the regional or native  
9 language of the learners. The DepED shall formulate a mother language  
10 transition program from Grade 4 to Grade 6 so that Filipino and English shall  
11 be gradually introduced as languages of instruction until such time when these  
12 two (2) languages can become the primary languages of instruction at the  
13 secondary level.

14           Students of Filipino nationality enrolled in all types of public schools  
15 operating under the enhanced basic education program shall be free from  
16 payment of tuition and other school fees. Learners of non-Filipino citizenship  
17 shall be required to pay the necessary fees as specified by the DepED.

18           SEC. 5. *Curriculum Development.* – The DepED shall formulate the  
19 design and details of the enhanced basic education curriculum. It shall work  
20 with the Commission on Higher Education (CHED) to craft harmonized basic  
21 and tertiary curricula for the global competitiveness of Filipino graduates. To  
22 ensure college readiness and to avoid remedial and duplication of basic  
23 education subjects, the DepED shall coordinate with the CHED and the  
24 Technical Education and Skills Development Authority (TESDA).

25           To achieve an effective enhanced basic education curriculum, the  
26 DepED shall undertake consultations with other national government agencies  
27 and other stakeholders including, but not limited to, the Department of Labor  
28 and Employment (DOLE), the Professional Regulation Commission (PRC), the

1 private and public schools associations, the national student organizations, the  
2 national teacher organizations, the parents-teachers associations and the  
3 chambers of commerce on matters affecting the concerned stakeholders.

4 The DepED shall adhere to the following standards and principles in  
5 developing the enhanced basic education curriculum:

6 (a) The curriculum shall be learner-centered, inclusive and  
7 developmentally appropriate;

8 (b) The curriculum shall be enhanced, decongested and seamless;

9 (c) The curriculum shall be standard and competency-based;

10 (d) The curriculum shall be relevant, responsive and research-based.

11 The basic curriculum shall be adapted locally to the languages, cultures and  
12 values of Filipino learners in order to aid teachers in planning lessons which  
13 build what the learners already knew;

14 (e) The curriculum shall be value-driven, culture-responsive and  
15 culture-sensitive;

16 (f) The curriculum shall be information, communications and  
17 technology (ICT)-based. It shall equip graduates with the necessary 21<sup>st</sup>  
18 century skills which include information, media and technology skills; learning  
19 and innovation skills; effective communications skills; and life and career  
20 skills. Mathematics and Science subjects shall be introduced as early as  
21 Grade 1. Science may be integrated with other subjects such as Mother  
22 Tongue, Mathematics, Health and Araling Panlipunan;

23 (g) The curriculum shall be integrative, contextualized, broad-based  
24 and global;

25 (h) The curriculum shall use pedagogical approaches that are  
26 constructivist, inquiry-based, reflective, collaborative and integrative;

27 (i) The curriculum shall have a balanced assessment program that uses  
28 classroom-based traditional and authentic assessment tools which include

1 implementation of self-assessment (assessment as learning); formative  
2 assessment (assessment for learning); and summative assessment (assessment  
3 of learning). National assessment tools shall be developed and administered at  
4 the end of grades 3, 6, 10 and 12 to determine the level of learning  
5 achievement for every learner;

6 (j) The curriculum shall adhere to the principles and framework of  
7 Mother Tongue-Based Multilingual Education (MTB-MLE) which starts from  
8 where the learners are and from what they already knew proceeding from the  
9 known to the unknown. There shall be available instructional materials and  
10 capable teachers to implement the MTB-MLE curriculum;

11 (k) The curriculum shall use the spiral progressive approach to ensure  
12 mastery of knowledge and skills after each level;

13 (l) The curriculum shall include co-curricular and community  
14 involvement programs; and

15 (m) The curriculum shall be flexible enough to enable and allow  
16 schools to localize, indigenize and enhance the same based on their respective  
17 educational and social contexts. The production and development of locally  
18 produced teaching materials shall be encouraged and approval of these  
19 materials shall devolve to the regional and division education units.

20 SEC. 6. *Curriculum Consultative Committee.* – There shall be created  
21 a curriculum consultative committee chaired by the DepED Secretary or  
22 his/her duly authorized representative and with members composed of, but not  
23 limited to, a representative each from the CHED, the TESDA, the DOLE, the  
24 PRC, the Department of Science and Technology (DOST), the Department of  
25 Trade and Industry (DTI), the National Economic and Development Authority  
26 (NEDA), association of private and public schools, teachers organization,  
27 parent-teachers association, elders of the indigenous peoples communities and  
28 the chambers of commerce. The consultative committee shall oversee the

1 review and evaluation on the implementation of the basic education curriculum  
2 and may recommend to the DepED the formulation of necessary refinements in  
3 the curriculum.

4 The members of the curriculum consultative committee shall be  
5 knowledgeable and committed community leaders and education experts who  
6 shall provide strategic policy advice on kindergarten, elementary and  
7 secondary school curriculum. At the request of the Secretary of Education, the  
8 committee may be supported by a working group of experts on selected topics.

9 The chairperson and members of the consultative committee shall not be  
10 entitled to additional compensation in the performance of their functions.

11 *SEC. 7. Integration of General Education Curriculum (GEC) Subjects.*

12 – In addition to the general education curriculum (GEC) subjects that may  
13 hereafter be determined by the DepED as part of the new curriculum, subjects  
14 mandated by existing laws and currently being offered in tertiary programs  
15 shall be incorporated in the secondary education curriculum. The DepED and  
16 the CHED shall coordinate in these instances to ensure that any duplication  
17 between basic education and tertiary curricula is minimized or avoided.

18 *SEC. 8. Hiring of Graduates of Science, Mathematics, Statistics,*  
19 *Engineering, Music and Other Degree Courses With Shortages in Qualified*  
20 *Licensure Examination for Teachers (LET) Applicants.* – Notwithstanding the  
21 provisions of Sections 26, 27 and 28 of Republic Act No. 7836, otherwise  
22 known as the “Philippine Teachers Professionalization Act of 1994”, the  
23 DepED and private education institutions shall hire graduates of science,  
24 mathematics, statistics, engineering, music and other degree courses with  
25 shortages in qualified LET applicants to teach in their specialized subjects in  
26 the elementary and secondary education: *Provided*, That they pass the LET  
27 within five (5) years after their date of hiring.



1           SEC. 9. *Hiring of Graduates of Technical-Vocational Courses.* –

2 Notwithstanding the provisions of Sections 26, 27 and 28 of Republic Act  
3 No. 7836, the DepED and private education institutions may hire graduates of  
4 technical-vocational courses to teach in their specialized subjects in the  
5 secondary education: *Provided*, That these graduates possess the necessary  
6 certification issued by the TESDA: *Provided, further*, That they undergo  
7 appropriate in-service trainings to be administered by the DepED.

8           SEC. 10. *Hiring of Higher Education Institution Faculty.* –

9 Notwithstanding the provisions of Sections 26, 27 and 28 of Republic Act No.  
10 7836, the faculty of higher education institutions (HEIs) shall be allowed to  
11 teach general education subjects in the secondary education: *Provided*, That  
12 the faculty must be a holder of a relevant Masters degree: *Provided, further*,  
13 That they pass the LET within five (5) years after their date of hiring.

14           SEC. 11. *Career Guidance and Counselling Advocacy.* – To properly

15 guide the students in choosing the career tracks that they intend to pursue, the  
16 DepED shall, in coordination with the DOLE, the TESDA and the CHED,  
17 regularly conduct career advocacy activities for secondary level students.  
18 Notwithstanding the provisions of Section 27 of Republic Act No. 9258,  
19 otherwise known as the “Guidance and Counseling Act of 2004”, career and  
20 employment guidance counsellors, who are not registered and licensed  
21 guidance counsellors, shall be allowed to conduct career advocacy activities to  
22 secondary level students of the school where they are currently employed.

23           SEC. 12. *Expansion of Expanded Government Assistance to Students*  
24 *and Teachers in Private Education (E-GASTPE) Beneficiaries.* – The benefits  
25 accorded by Republic Act No. 8545, or the “Expanded Government Assistance  
26 to Students and Teachers in Private Education Act”, shall be extended to the  
27 poor but deserving students enrolled under the enhanced basic education.

1           SEC. 13. *Appropriations.* – The Secretary of Education shall  
2 immediately include in the Department’s program the operationalization of the  
3 enhanced basic education program, the initial funding of which shall be  
4 charged against the current appropriations of the DepED. Thereafter, the  
5 amount necessary for the continued implementation of the enhanced basic  
6 education program shall be included in the annual General Appropriations Act.

7           SEC. 14. *Transitory Provisions.* – The DepED, the CHED and the  
8 TESDA shall formulate the appropriate strategies and mechanisms needed to  
9 ensure smooth transition from the existing ten (10) years basic education cycle  
10 to the enhanced basic education (K to 12) cycle. The strategies may cover  
11 changes in physical infrastructure, manpower, organizational and structural  
12 concerns.

13           Modelling for senior high school may be implemented in selected  
14 schools to simulate the transition process and provide concrete data for the  
15 transition plan.

16           To manage the initial implementation of the enhanced basic education  
17 and to mitigate the expected low enrolment turnout for HEIs for school years  
18 2016-2018, the DepED shall engage in partnerships with HEIs for the  
19 utilization of the latter’s human and physical resources. Moreover, the  
20 DepED, the CHED and the HEIs shall coordinate closely with one another to  
21 implement strategies to ensure that the capabilities of HEIs to provide  
22 educational services for graduates of the enhanced basic education program  
23 are not adversely affected. The faculty of HEIs, allowed to teach students of  
24 secondary education under Section 10 hereof, shall be given priority in hiring  
25 for the duration of the transition period. For this purpose, the transition period  
26 shall be reckoned from the date of the effectivity of this Act until the end of  
27 school year 2017-2018.

1           SEC. 15. *Implementing Rules and Regulations.* – Within ninety (90)  
2 days after the effectivity of this Act, the DepED Seretary shall, in consultation  
3 with the CHED Chairperson, the TESDA Director-General and other  
4 stakeholders, promulgate the rules and regulations needed for the  
5 implementation of this Act.

6           SEC. 16. *Separability Clause.* – If any provision of this Act is held  
7 invalid or unconstitutional, the same shall not affect the validity and effectivity  
8 of the other provisions hereof.

9           SEC. 17. *Repealing Clause.* – Pertinent provisions of Batas Pambansa  
10 Blg. 232 or the “Education Act of 1982”; Republic Act No. 9155 or the  
11 “Governance of Basic Education Act of 2001”; Republic Act No. 9258,  
12 Republic Act No. 8545; Republic Act No. 7836; Republic Act No. 1425 or the  
13 “Inclusion in the College Curricula the Life, Works and Writings of Jose  
14 Rizal”; and all other laws, decrees, executive orders and rules and regulations  
15 contrary to or inconsistent with the provisions of this Act are hereby repealed  
16 or modified accordingly.

17           SEC. 18. *Effectivity Clause.* – This Act shall take effect fifteen (15)  
18 days after its publication in at least two (2) newspapers of general circulation.

Approved,

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